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Altri autori (Persone)	HeckDeborah HeimansStephen AmbrosettiAngelina
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Nota di contenuto	Foreword.-Chapter 1: Southern theory and teacher education scoping the field, Book editorial team -- Chapter 2: Shaping theorising practices in teacher education research: Decolonising Southern theory. Michael Singh, University of Western Sydney, Australia -- Chapter 3: Southern theory and the idea of social justice in education: teacher education as a field of their convergence, Anilkumar Krishnannair and S Krishnannair, University of Zululand, South Africa -- Chapter 4: He waka eke noa: Indigenising initial and teacher education in Aotearoa New Zealand, Genaro Oliveira, Massey University, New Zealand --

Chapter 5: Southern theory contributions to initial teacher education in an Australian program: a developing pedagogical political project, Michelle Ocriciano, University of Queensland, Australia -- Chapter 6: Having the ability to build relationships across the board..with whnau with children” ‘Readiness’ to teach in relation to Te Tiriti O Waitangi Claire Coleman University of Waikato, New Zealand -- Chapter 7: A decolonial turn: Exploring liminality in initial teacher education curricula in South Africa, University, Dipane Hlalele, KwaZulu-Natal, South Africa -- Chapter 8 : Ontological disobedience in the face of (im) mobility: Possible transitions for world language teacher continuing education Danielle H. Heinrichs, University of Queensland, Australia -- Chapter 9: Where angels fear to tread: Teachers working towards decolonising the curriculum in the South Ronicka Mudaly and Sebastian Sanjigadu, University of KwaZulu-Natal, South Africa -- Chapter 10: Re-Worlding the West in Schooling: An Australian Case of Global Citizenship Education, Dutta Nandini, Nicola Stewart, Parlo Singh Griffith University, Australia -- Chapter 11: Beyond southern theory, Book editorial team.

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### Sommario/riassunto

This book makes a deliberate attempt to explore the complexity of decolonising theories in teacher education. It draws attention to the historical and emerging impacts of colonialism on educational institutions and practices, challenging educators to expand their understanding of diverse trajectories of decolonial research both theoretically and practically. It adds to the discussions and dialogues between different disciplinary traditions, such as postcolonial and decolonial studies, as well as critical Indigenous and critical race studies. As an international compilation, it offers educators a unique opportunity to envision teacher education through alternative lenses—rethinking the relationship between ontology-epistemology-ethics, that is, what constitutes knowledge, how it is produced, and what material worlds are constructed in and through knowledge / research systems. Through compelling examples, this book illustrates how educators have navigated epistemic injustices within the field of teacher education amidst the rising global demands for standardisation. It encourages teacher educators to explore alternative theories within their own contexts, crafting new teacher education practices in universities and schools.

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